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This compilation of reports from the states, the District of Columbia, and the outlying areas describes the 1967 fiscal year of operation under the Vocational Education Act of 1963. The states report that with increased federal, state, and local funding they have expanded programs, constructed new facilities and additions to existing facilities, and have begun or planned others. They have established new training programs in response to their long-range manpower needs. Based on information in these reports, state vocational education agencies are cooperating, more than ever before, with other government and nongovernment agencies in planning programs, support, and funding. The 1966 fiscal year report is available as ED 019 439. (CH)

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STATE REPORTS

OF

VOCATIONAL-TECHNICAL PROGRAM DEVELOPMENT,

FISCAL YEAR 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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NEW CONSTRUCTION

EXPANDED SERVICES

LEGISLATIVE ACTION

LOCAL ACTION

PLANS AND PROPOSALS

SURVEYS AND STUDIES

Division of Vocational and Technical Education
Bureau of Adult, Vocational, and Library Programs

U.S. Department of Health, Education, and Welfare
Wilbur J. Cohen, Secretary

Office of Education (DHEW), Washington, D.C.
Harold Howe II, Commissioner

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FOREWORD

This compilation of summary reports from the States, the District of Columbia, and the outlying areas describes the 1967 fiscal year of operation under the Vocational Education Act of 1963. The States report that with increased Federal, State and local funding, they have expanded programs, constructed new facilities and additions to existing facilities, and have begun or planned others. They have established new training programs in response to their long-range manpower needs. As a result, more people are being trained today than ever before in a wide variety of programs to meet the changing needs of our economy and manpower requirements. More than ever before, State vocational education agencies are cooperating with other government and non-government agencies in planning programs, support, and funding.

Sherrill D. McMillen
Acting Director
Division of Vocational and
Technical Education

ALABAMA

The emphasis in all vocational training programs continues to be in the occupational areas; all available information indicates there is a shortage of manpower in these areas. For the first time, the State Chamber of Commerce gave open and strong support to vocational education and played a leading role in a statewide occupational survey which has been completed.

Fourteen junior colleges and 27 State vocational-technical schools (including one for prison inmates) continued to expand facilities and increase their enrollments. The junior colleges served the post-secondary school needs much better than in the past. The vocational programs in secondary education have been expanded mainly in business and office occupations education, distributive education, wage-earning agricultural occupations, and vocational counseling. All of the State vocational-technical schools accepted physically handicapped persons who were referred from the State Rehabilitation Service.

Plans were made to construct a million-dollar facility in Birmingham for paramedical occupations training. Several additional schools were established. These area vocational facilities, attached to existing schools, serve students from two or more high school districts or areas.

Two new research positions were established in the Division of Vocational Education. A research coordinating unit was established at Auburn University.

Vocational education courses carried by educational television for vocational teachers will be continued for the second year.

ALASKA

The vocational education program gained vitality and moved forward in all aspects through enlargement of the program and the pursuit of new training methods to cope with unique geographic problems.

Two regional vocational schools, one at Nome and the other at Kodiak, began operation. The school at Nome draws its enrollments from the entire western slope of Alaska from the Yukon north. Although it is vocationally oriented, it is a comprehensive high school. Approximately 100 boarding students are enrolled, as well as many from the town of Nome. The new school at Kodiak began the vocational training program, but its boarding facilities are not yet completed.

Plans for 1969-70 include the establishment of new facilities at the Anchorage Community College, which will accomodate 400 students in vocational education at the post high school level and adults in night school programs.

ALASKA (cont'd)

Enrollment in the secondary and adult programs has nearly tripled since 1965, when the schools began to give greater attention to technical subjects and adults with special needs.

Growth in a particular area of vocational education was largest in the field of business.

Two significant developments were the aerospace program at Anchorage Community College and the aircraft engine and airframe mechanics course in the city of Fairbanks.

In order to provide more effective police and fisherman training, the Division combined its resources with those of State agencies such as the Department of Public Safety and the Division of Fish and Game.

Special emphasis on programs for the developing oil industry and forestry products industry was requested by the State Advisory Committee for Vocational Education. Plans are being made to set aside an area of land in which to train individuals for the logging industry.

Efforts were expended to provide an effective method of training disadvantaged people in rural areas. One method employed for adults is the use of traveling teams of teachers who go into villages and train persons in a specific subject.

A study was planned to determine the exact number of students who are not reached in the vocational education programs and the number of unfilled jobs for which they can be trained.

ARIZONA

Growth continued in enrollments, program offerings, and occupationally oriented training for youths and adults of all ages in more communities.

Special emphasis was placed on cooperative methods of teaching, purchase of equipment for new and established vocational services, and greater involvement of local communities in schools and organizations. Expansion and/or construction of facilities through local efforts was also stressed.

Occupational surveys initiated were: A Study of Vocational Agriculture in the Phoenix Union High School District; Job Survey Results -- Mesa Community College; Survey of the Business Community Served by Glendale Community College; and Projections of Training Opportunities and Needs in Para-Medical Occupations.

A six-floor department store in Phoenix was given to the Maricopa County Junior College District to be used primarily for semiprofessional or vocational education for youths and adults. It is being remodeled and will be available in September 1968.

ARKANSAS

In the fall of 1966, four new area vocational-technical schools, which serve post-secondary and adult students, opened at Searcy, Ozark, Burdette, and Hope. This brought to six the number of area vocational-technical schools operated by the State Board for Vocational Education. Four additional schools were under construction at Harrison, Forrest City, Marked Tree, and El Dorado. Plans were developed for remodeling buildings to house the Southwest Vocational-Technical Institute at East Camden. One area vocational-technical school operated for high school students by a local district was reimbursed for 50 percent of the cost of constructing an addition to its facilities. One community college enlarged its facilities; another started its initial construction program.

Thirty-nine percent of students in grades nine through 12 in the public schools were enrolled in at least one vocational course. Three thousand, two hundred and fourteen students were trained at the post-secondary level; almost forty thousand adults were trained.

Ninety-two secondary and eight post-secondary schools participated in the work-study program. Three hundred and fifty-one high school and 402 post-secondary students took part in the program.

Significant progress was made in meeting the needs of the disadvantaged, but much still remains to be done at all levels of instruction.

Local schools were reimbursed for instructional equipment and aids (50-50 matching) at the secondary level; this was the first time that any significant reimbursement has been provided for instructional equipment in local schools. This reimbursement was a great factor in improving the quality of instruction.

Two research projects which have implications for the total vocational education program were completed; they are: (1) a compilation of information concerning those skills needed and available in the State, and (2) a feasibility study concerned with vocational instruction through use of mobile units.

CALIFORNIA

The public school system contributes significantly to the success of the vocational-technical education program. Tuition-free education from kindergarten to the fourteenth grade, widespread State-aided youth education, and the practice of making all school units comprehensive provide maximum accomodation for the development of vocational education programs.

Vocational education enrollment totaled 951,862; this number represented approximately 42 percent of all high school, junior college, and adult school enrollments in the public schools.

CALIFORNIA (cont'd)

In addition to the Federal funds, approximately $75,000,000 in State and local funds was expended for supervision, instruction, supplies, and construction of area vocational schools. The program utilized the facilities of 77 junior colleges and 650 high schools or adult schools; it combined the educational and occupational talents of 15,000 teachers, and involved 585 persons on 37 different statewide advisory committees. Many lay and professional persons also served as advisors in specific occupations or occupational areas.

New directions and further expansion should be forthcoming as a result of a 2-year study of vocational education which was initiated in the latter part of 1967.

COLORADO

The 1967 General Assembly abolished the State Board for Vocational Education and created in its place the State Board for Community Colleges and Occupational Education. The new board is responsible for creating a system of community and technical colleges, and assuring compliance with the Federal vocational acts. The board has appointed an 11-member State Advisory Council. In the field of business and office education, there are 117 reimbursed programs. The Division of Program Services was organized to provide leadership in the areas of guidance, research, public information, work-study, and special needs. Three area guidance consultants work closely with the schools, business, industry, and the communities to help students make good occupational choices. Five pilot programs of occupational work-experience serve youths with special needs.

CONNECTICUT

Major achievements were the completion of occupational studies and identification of the need for more facilities. The Legislature was particularly concerned with establishing occupational education programs in the general high schools and increasing the number of State-operated regional vocational-technical schools, State-operated technical colleges, and vocational education in State-operated community colleges.

The enrollment of 42,000 in full-time preparatory programs and 30,000 in part-time extension programs reflected a substantial increase in the enrollment over fiscal year 1966. The largest expansion of enrollments in the high school program occurred in the business and office education field. Distributive education also grew substantially; additional cooperative programs were offered in six high schools. Ninety-three of the 169 towns operated occupational education programs.

To encourage the establishment of programs for youths who plan to enter employment upon graduation, the General Assembly authorized appropriations of $300,000 each year for occupational education in the general high schools.

Two additional regional vocational agriculture centers, which were connected with high schools in Ledyard and Trumbull, brought the total to 14 centers. Under State statute, students from any town may attend these regional vocational agriculture centers.

The 14 regional vocational-technical schools enrolled 7,500 full-time students at the high school level; this accounted for approximately six percent of the students of high school age. These students may attend tuition-free and with transportation paid by the town of residence.

Post high school programs for licensed practical nurses and dental assistants in the regional vocational-technical school were expanded.

The technical institutes, renamed "technical colleges," extended their school day to allow an expansion in full-time enrollment. A pretechnical program was offered to 300 students with potential who could not meet the usual entrance requirements.

The University of Connecticut's 2-year School of Agriculture provided programs for high school graduates in several agricultural specializations.

Particularly strong programs were offered in the technical colleges for engineering technicians and in the State-operated vocational technical schools for apprentices and journeymen.

The 1967 General Assembly authorized the issuance of bonds totaling $12,090,000 for the construction of expanded facilities for the vocational-technical schools and technical colleges. Additional facilities were authorized in community colleges.

The Emmett O'Brien Vocational-Technical School, Ansonia, scheduled to open in September, 1968, will be the 15th State-operated regional school. The 16th regional vocational-technical school was authorized by the 1967 General Assembly; it will be located in the Milford area. Five other vocational-technical schools and two technical colleges have additions under construction.

DELAWARE

Within the next 2 years, Delaware will have in operation two branches of the Delaware Technical and Community College. One branch opened in September 1967 at Georgetown; the Northern Delaware branch will open in the Wilmington area in September 1968. The Georgetown branch serves Kent and Sussex Counties; it is a commuter college serving a 25- to 30-mile radius and provides for three general areas of studies, namely: (1) general studies, (2) technological studies, and (3) small college transfer studies contracted to the University of Delaware. An evening division is also planned.

Legislation was enacted to appropriate $1,540,000 to the Delaware Technical and Community College for construction and renovation. In addition, $895,600 was appropriated for operational purposes and $166,400 for contingency costs. Plans for the New Castle County Complete Vocational High School are projected on the basis of 1,200 students for fiscal year 1969.

Enrollment continued to increase in the Kent and Sussex County vocational-technical centers. The Kent center enrolled 829 day students and 118 evening students; the Sussex center enrolled 701 day students and 134 evening students. The Brown Technical High School in Wilmington enrolled 551 day students and 1,039 evening students.

The Delaware Research Coordinating Unit, which became operational during the year, conducted three county-workshops on occupational research, experimental, and pilot projects. The Research Coordinating Unit has developed a substantial amount of in-house research which will aid in planning the New Castle County Complete Vocational High School and the Georgetown branch of the Technical and Community College. An occupational resources center was developed. Seventeen experimental and pilot projects were presented. Five of these are now in operation.

A cooperative in-service workshop on programmed instruction was planned by the supervisors of business education and office occupations education, and distributive education. The supervisor of home economics education conducted a workshop on curriculum development.

The cadet teacher training program, organized under distributive education, was conducted and will be expanded. Under this program, selected students are invited to participate in a controlled training program which will assist them in meeting qualifications and certification requirements.

DISTRICT OF COLUMBIA

Two events affected the total system of public education; they were: (1) the appointment of a new Superintendent of Schools, and (2) a study of the public schools by Teachers College, Columbia University, under contract with the Board of Education. The vocational education program, along with other segments of the system, has been compelled to mark time in certain respects until the policy and organizational changes resulting from these events are clarified. Uncertainty surrounding the effect of the Washington Technical Institute, scheduled to open in September 1968, upon the post-secondary and adult areas of the established vocational program delayed aggressive action in these areas.

DISTRICT OF COLUMBIA (Cont'd)

Enrollments in reimbursed vocational education programs increased by 1,100 persons over those of the previous year. Significant growth is most noticeable in secondary and adult (preparatory) enrollments. While the enrollment of high school students in vocational programs increased significantly, a comparison of this enrollment with the total school enrollment, ninth through 12th grades, reveals a lag in the number of secondary level students who should be participating in vocational training programs. Of all the vocational education categories, health occupations and distributive education experienced the greatest development.

Federally supported programs enrolled 1,111 students in post high school programs which included graduates and dropouts. Special classes were established for those with varying degrees of educational retardation. Tutoring programs for disadvantaged youth are a standard feature of all vocational high schools.

No new area vocational schools were constructed. Extensive remodeling and/or additions were constructed at three of the five vocational high schools. These buildings are used for both day (secondary) and evening (adult) programs; thus the improvements can benefit all students of the program.

The Congress has established two new institutions: a 4-year Federal City College and the Washington Technical Institute. The latter is authorized to offer programs in vocational education for post high school students, early school leavers, and adults above the age of 18. Because space is an urgent problem, some qualified applicants at the secondary level cannot be accepted, and development of special programs for the less able and educationally retarded is lagging.

FLORIDA

A major effort of the past three years has been the establishment of a network of 35 area vocational-technical centers. Fifteen centers are now fully operative and the others are expected to open by the fall of 1968 or early 1969. Twelve centers will be established as departments of community junior colleges. Twenty-two centers will serve individual counties and 13 will provide services for 31 counties. Additional centers may be established as demands and needs are identified.

The area vocational-technical centers will make it possible to broaden and extend vocational, technical, and adult general education programs in many fields including agriculture, distribution and marketing, health, home economics, industrial, business and office, and technical education. General education will be offered as needed, in conjunction with vocational instruction. A total of $12,779,840 of State Board money, supplemented by Federal construction funds, was put into the project during the 1965-67 biennium. The 1967-69 budget calls for an additional expenditure of approximately $8,000,000 in State funds.

Enrollments at all levels continued to increase. There was an increase from approximately 273,000 students in 1966 to approximately 300,000 in 1967.

Vocational and technical education received increased emphasis in community junior colleges. New courses included administration of nursing homes, certified laboratory technician training, drafting and design, building and construction, instrumentation and law enforcement.

New courses offered in high school included project distributive education, which enables students to study in a laboratory situation. Other courses were hotel-motel management, diversified mechanics, and industrial cooperative training. The "cluster concept," which combines a group of related occupations requiring common patterns of skill, knowledge, and ability, is currently being studied for possible introduction into the system.

New procedures, philosophies, and emphases characterized vocational education student personnel services. Conferences and workshops were planned and conducted to orient and upgrade personnel at all educational levels to new responsibilities.

GEORGIA

The Vocational Education Division was reorganized into four sections: post-secondary instructional services, secondary instructional services, leadership services, and administrative services.

Program expansion at the secondary level was rapid. Pilot programs were conducted in the areas of agricultural business and child care. Three area vocational high schools began operation in September 1966; these schools are located in Lawrenceville, Jesup, and Conyers. Construction of four additional area vocational high schools was completed in Sandersville, Covington, Calhoun, and Brunswick. This makes a total of 11 area vocational high schools.

Construction was completed on two new area vocational-technical schools at the post-secondary level; these schools are located in Walker County and Pickens County. Operation was begun at two additional area vocational-technical schools in Gainesville and Savannah.

In addition, facilities were expanded at the Marietta, Rome, DeKalb, and Columbus area vocational-technical schools.

Significant achievements included:

-Initiation of plans for a post-secondary curriculum reorganization project. The project emphasizes a broader base of knowledge for technical students and greater flexibility in the technical programs

-Initiation of a summer pretechnology program to provide marginal students with skills requisite to the successful completion of a chosen program of study
-Development of a survey to determine courses to be offered at proposed area vocational high schools
-A study of comprehensive guidance services in area vocational-technical schools
-Development of a self-evaluation procedure for area vocational-technical schools

GUAM

High local priority for trade and industrial workers who will fill military and civilian requirements necessitated that a major portion of funds available for vocational education be utilized in the development of trade and industrial skills. Although the need for these skills will remain high through 1980, economic and manpower forecasts show a steady and growing demand for the development of other programs in "white collar" and service occupations.

This was the first year that the Department of Education was able to offer an up-to-date vocational program in trade-related skills. The modern facilities of the area vocational high school stimulated among adults interest in additional training. Their interest, and their need to upgrade their skills or acquire new skills, resulted in an enrollment of over 1,500 adults in 22 different occupational programs, including Government of Guam apprenticeship programs, and U.S. Navy Scholarship, and U.S. Navy Learners Programs. Expansion and program improvement have taken the largest share of the $405,000 spent.

New programs for vocational home economics, business, and distributive education are planned for fiscal year 1969.

Fiscal year 1970 will probably mark the end of major building and equipment acquisition for trades and industry education. On the drawing board for 1970 are multi-purpose instructional facilities concentrating on commerical food preparation, hotel-motel services, and related areas; the estimated construction cost is $250,000.

Planning is in progress for a coordinated training program starting at the elementary grades and continuing through the post-secondary level. An experimental elementary industrial arts program will be designed to stimulate interest in the "world of work" and make the learning of basic skills more attractive and interesting to students. Instruction at the elementary level will be followed by industrial arts courses beginning in grades seven through nine. Vocational, industrial arts, and pretechnical options will be offered in grades 10 through 12 and beyond. Coordination of these efforts will be developed with the College of Guam, Division of Continuing Education.

HAWAII

The master plan for vocational education, which had been requested by the Legislature, was completed and submitted to the 1968 session of the Legislature. Among the recommendations in the master plan is one which may either create a new State Board for Vocational Education or designate responsibility to the Board of Regents of the University of Hawaii. All proposals in the master plan will require either legislative action or policy change by the present Board for Vocational Education.

New area school construction was started as part of a new community college campus being developed for the leeward Oahu area. Initial construction included facilities for office occupations programs. Facilities for trade, technical, and service occupations programs will be built later. In the fall of 1968, five community colleges and one area technical school will be functioning at the post-secondary level.

Among the new offerings in vocational-technical education established were the following: fire science, police science, data processing, post-secondary mid-management training, hotel restaurant occupations in food preparation and food service, short-term courses for occupations related to the travel industry for tour drivers, a new program in Hawaiiana for in-service instruction of persons employed in tourism and related occupations.

IDAHO

The Legislature appropriated a 35.8-percent increase ($717,000) in State funds for vocational education during the 1967-69 biennium. In addition to the direct appropriation to vocational education, the Legislature appropriated $1,500,000 from the State Permanent Building Fund for constructing new facilities at Lewis-Clark Normal Area Vocational-Technical School in Lewiston and at the Idaho State University Area Vocational-Technical School in Pocatello. The new facilities will be constructed during the 1967-69 biennium to replace rented facilities at Lewiston and to add a second phase to the vocational-technical building complex at Pocatello.

Significant strides were made toward providing and improving facilities for vocational post-secondary education programs. Two remodeling projects were completed at a cost of $120,781. A contract for $45,501 of State non-matching funds was let to remodel an aircraft hangar building at the area vocational-technical school at Pocatello.

The cooperative efforts of six secondary school districts in eastern Idaho culminated in the establishment of an area vocational education center at Idaho Falls for the purpose of expanding, at the secondary level, vocational education course offerings that otherwise would not be available to students on an individual district basis. The center will begin operation in fiscal 1968. Research is being conducted to determine needs for similar cooperative efforts in the Boise and Magic Valley areas.

New programs at the secondary level included one agriculture, one distributive, six home economics, eight office occupations, and two trade and technical education programs.

Considerable development took place at the post-secondary level. Lewis-Clark Normal Area Vocational-Technical School at Lewiston began its first year of operation in rented facilities. Courses were offered in distributive, practical nurse, auto mechanics, heavy equipment mechanics, peace officer, and drafting and design education. The area vocational-technical education school at the College of Southern Idaho expanded its operation in the second year; enrollment and staff almost doubled. Idaho State University Area Vocational-Technical School added a distributive education instructor and a home economics instructor. Several adult preparatory courses in home economics were offered for the socioeconomically disadvantaged.

Two new agricultural occupations programs were operated: a farm equipment technology program in the Vallivue High School at Caldwell and a horticulture service technicians program at Boise College Area Vocational-Technical School.

New health occupations programs included one in inhalation therapy and two in home health aides.

In-service and pre-service programs were offered in vocational counselor education at both the Idaho State University and the University of Idaho. These programs continued to influence the counselor services offered in secondary and post-secondary schools.

A study of vocational teacher education programs offered at the University of Idaho was completed. A teacher education department was not established; however, services were improved and strengthened through the coordinated efforts and activities of vocational teacher educators.

The Research Coordinating Unit at the University of Idaho rendered valuable service in conducting studies to determine high school student interest in pursuing vocational-technical education programs at the post-secondary level, and studies of agriculture, forest products, and health occupations.

ILLINOIS

The State Division of Vocational Education had three major goals; they were: (1) to develop area vocational centers, (2) to increase programs at the post-secondary level, and (3) to provide programs for persons with special needs. Reorganization of the State office and interagency cooperation contributed to the development of the goals.

Progress was made in all parts of the vocational education programs. Enrollments increased at all educational levels. A total of 10,479 individuals was enrolled in courses for persons with special needs. The total amount of funds for work-study programs was committed early in the school year; this required some schools to reject applications. The number of attendance centers having vocational guidance coordinators increased to 66.

The number of area secondary vocational centers increased from six to 10. Proposals for three additional centers were received by the State Board just prior to the close of the fiscal year. Several additional school districts were investigating the possibilities of developing area centers. The Seventy-Fifth General Assembly amended the school code to (1) include a formula for figuring tuition costs to school districts for students attending an area vocational center, and (2) legalize reimbursement for transportation of students to a center.

Five junior colleges requested and were granted approval status as area post-secondary centers. Vocational-technical education at the post-secondary level was not limited to the five centers. A total of 115 programs in 41 occupational areas was offered on 25 junior college campuses; 54 of the 115 programs were offered for the first time. The number of programs will increase when facilities are completed for recently organized districts and as other proposed districts become realities.

Experimental and demonstration programs were concentrated in areas related to students with special needs, new patterns of cooperative education, curriculum design, and occupational orientation. Seventeen of the 23 experimental programs funded related to persons with special needs. The programs were developed for different age groups, including junior high school students and adults.

The Research Coordinating Unit completed the research phase of the Cooperative Work Training (CWT) program in Chicago. Since the results have been satisfactory, CWT programs will be supported elsewhere in the public schools.

INDIANA

Three State administrative bodies have been created and given legal responsibility for certain controls over statewide vocational education programs; these are: the State Board for Vocational and Technical Education, the General Commission on Education, and the Board of Trustees of the Indiana Vocational Technical College.

Construction funds were provided for four schools in Gary, Michigan, Walton, and Sullivan. Ten or 12 new high school buildings with home economics departments were completed for occupancy during the school year. The Mallory Technical Institute was funded $700,000 for construction and $426,346 for operating costs. The Southeastern Vocational School was allocated $108,500 for construction and $138,538 for operating expenses.

At the post high school level, expanded and improved training in technical agriculture was offered to 1,385 young farmers through 115 vocational agricultural departments.

The practical nursing programs maintained strong enrollments of high school graduates. An important advance was made when two practical nursing courses were offered for the first time to secondary school students.

Eight additional post high school trade and industrial programs were initiated at the University Extension Center. The trade and industrial day programs still train primarily in the highly skilled trade fields; however, with increasing expansion of the trade industrial cooperative programs, training is offered in a wide variety of lesser skilled and single skilled occupations.

Home economics programs in homemaking showed an increase in enrollment of 867 students; total enrollment was 36,957. Home economics classes in occupational training served an increase over the previous enrollment of 177 girls and seven boys.

A demonstration program to serve persons with special needs was established through three Divisions of the Department of Public Instruction: Vocational Division, Special Education Division, and Vocational Rehabilitation Division.

IOWA

Enrollments in vocational and technical programs totaled 80,523. The area vocational schools and area community colleges reported enrollments totaling 2,633 in post-secondary preparatory vocational-technical education and 44,184 in adult education. High school students in vocational programs totaled 33,615. A total of $1,200,000 was appropriated for the operation of the program.

The new system of area schools is directed toward serving the educational needs of residents who live within the geographic districts of the attendance centers. About 87 percent of the students resided

within the area of the school they attended. Only three percent of the students in area schools were not State residents. In the first full year of operation, these area schools accomplished one major goal evisioned for them: they provided the opportunity for State residents to attend an area school located within commuting distance from their homes.

Associate degree and diploma programs of instruction attracted many high school seniors who had not intended to continue their formal training beyond high school. Each community college must offer a minimum of five vocational-technical programs.

Vocational programs are now offered to high school students in 304 of the 455 school districts. Some form of vocational education is available in all 99 counties. More than 23 percent of the high school students are enrolled in vocational education programs.

Although the top priority recently has been upon the construction, establishment, and operation of permanent buildings for post high school vocational-technical education, the high school vocational courses have been strengthened and additional programs will start in fiscal year 1968.

Activities of the Research Coordination Unit were viewed as important functions in the initiation and operation of vocational-technical education programs. The Unit emphasized surveys of area manpower needs for use in establishing curriculums. Since December 1964, more than 45 research proposals have been approved; approximately $142,000 of Vocational Education Act of 1963 funds have been used for this purpose. In addition, funds have been provided for developmental projects in the area of guidance.

KANSAS

Local funds used in operating area vocational-technical schools increased by 21 percent. State funds allotted to area schools increased 30 percent. Twelve area vocational schools were in operation this year. Two others, one at Liberal and the other at Kansas City, were in the planning stage. The area schools at Manhattan and Atchison completed new facilities.

Enrollment statistics show some change in program emphasis. The greatest increase occurred in adult education enrollments. The adult education enrollments in agriculture increased 19 percent; in trade and industry, 25 percent, and in health occupations, 226 percent. The other areas maintained approximately the same enrollments as in the past.

KENTUCKY

Plans were made to reorganize the Bureau of Vocational Education. Because of anticipated growth in distribution, technical, and health occupations, separate divisions will be established for each of these program fields. Additional personnel will be employed during fiscal year 1968 to provide supervision for expanded programs.

A total of $9,313,098 was expended on current construction. Thirteen area vocational schools and twelve extension centers were operated. Four of the extension centers were opened in September 1966; they are: Christian County, Muhlenberg County, Hardin County, and Marion County. Ten extension centers are scheduled to open in fiscal year 1968 and 14 in fiscal year 1969. Twelve additional centers have been approved by the State Board for construction when funds are available. The construction program will be about 80 percent complete when approved facilities are finished.

Vocational education programs served 58,488 secondary students, 4,788 post-secondary students, and 30,742 adults. Emphasis was placed on serving persons with special needs. One staff member was employed as supervisor of programs for persons with special needs. This supervisor, in cooperation with the Kentucky Research Coordinating Unit, conducted a national seminar for supervisors and teacher educators of those who teach persons with special needs.

LOUISIANA

Enrollment of secondary students was 72,980; this was an increase of 7,826 over the 1966 enrollment. Fourteen new cooperative and two new preparatory programs in distributive education were begun; representatives of occupational areas served by these new programs were advertising services, apparel and accessories, automotive and petroleum products, food distribution, and retailing. Expansion and improvement of vocational agriculture education has included a major development: the redirection of programs in the areas of ornamental horticulture, livestock, and agricultural mechanics. Four hundred sixteen secondary students were enrolled in such programs. Agriculture teachers attended a three-week course at Louisiana State University to upgrade their skills in agricultural mechanics; others enrolled in a course in ornamental horticulture at the University of Southwestern Louisiana. Four hundred eighty-eight secondary students were enrolled in 32 cooperative office education programs; of these programs, 17 were initiated during the 1966-67 school year.

Enrollment of post-secondary students in Vocational Education showed a substantial increase over the enrollment of the previous year. In addition to high school graduates, the programs served persons who left high school before completion. There were 10,494 high school graduates enrolled in health, office, technical, and trades and industry programs. Four new programs in post-secondary training for licensed practical nurses were started. One of these programs was jointly conducted by two schools

serving the Sabine Parish and Natchitoches Parish areas. Another nursing program in Vermilion Parish uses clinic facilities on an alternating basis in both of the parish's accredited hospitals. The third program in Houma serves the south central area of the State, where a shortage of nurses has forced curtailment of some medical services in the parish general hospital. Iberville Parish will be served by the fourth new program. Post-secondary programs in home economics conducted in six vocational-technical schools enrolled 331 full-time and 11 part-time students. The gainful employment program required concentrated supervisory assistance and the employment of one additional full-time teacher. Courses offered in the gainful employment program were commercial cooking and baking, restaurant management, dressmaking, power sewing machine operation, and homemaker aide instruction. Jefferson Parish Vocational-Technical School added a dietitian to the food management staff. The commercial cooking and baking programs in the Orleans Area Vocational-Technical School were reopened for student registration on February 1, 1967, after being closed for over a year due to hurricane destruction of facilities.

Funds made available by the Vocational Education Act of 1963 were responsible for the implementation of new programs to provide for persons with special needs. The State Board for Vocational Education approved a plan submitted by the State Board of Education to employ special teachers and acquire the necessary instructional facilities for these special classes. For the first time, special needs classes included secondary level students. Of the 130 special needs students in the home economics program, 42 were enrolled in secondary schools. The majority of enrollees in special needs classes in distributive education were in secondary programs. Four new programs were developed in Orleans Parish.

An appropriation of $250,000 was made by the Legislature to the Division of Vocational Education for the specific purpose of training prospective employees for new or expanding industries. The Department of Commerce and Industry and the State Department of Education work cooperatively in this new program through schools administered by the State Board for Vocational Education.

MAINE

Since the passage of the Vocational Education Act of 1963, two new post-secondary vocational technical institutes have been established; this brings to four the number presently in operation. Total enrollment in these institutes for 1967-68 was 1,129.

Funds were recently approved for the establishment of a fifth institute in Washington County. New facilities for the five vocational-technical institutes were recently funded for $3,520,000; this included $605,000 of Federal funds.

MAINE (cont'd)

A very significant development was progress toward the establishment of regional (area) vocational centers to be operated in conjunction with comprehensive high schools. Legislation which created their establishment was enacted in 1965. Since then the State Board of Education has approved 17 locations; others are pending. Five centers are now in limited operation. At eight centers, new facilities are being provided at an estimated cost of $6,214,000 for construction and equipment. When completed these facilities will provide training for approximately 3,500 high school students and a substantial number of out-of-school youths and adults.

During the past two years, Federal vocational funds have contributed significantly to updating equipment for existing and new vocational programs, and have stimulated at least an equal amount of State and local expenditures for the same purpose.

MARYLAND

New vocational education programs have developed rapidly since the advent of the Vocational Education Act of 1963, which became effective for the State on November 27, 1964.

The number of vocational education programs increased from approximately 300 in 1963-64 to over 2,000 for the current school year; this was an increase of over 600 percent. The current figure includes over 700 programs at the high school level, 74 at the community college level, 35 for persons with special needs, and more than 1,000 adult evening programs. In 1963-64, less than 11 percent of the high school population was enrolled in vocational education programs; today, more than 40 percent of the high school students are enrolled.

This increase in programs and enrollments has created a need for additional qualified teachers. In 1963-64, there were 754 teachers of vocational programs; today there are more than 2,000. Special programs of vocational teacher education have been developed and conducted at the University of Maryland.

Vocational education programs require specially designed and equipped facilities. Since November 1964, $26,500,000 has been expended for the construction of area vocational schools. Of this amount, approximately $13,700,000 was provided by State funds, $5,700,000 by Federal funds, and $7,200,000 by local funds. This construction represents 14 new area vocational schools or centers now in operation, and 17 additional ones under construction or in advanced stages of planning. In 1963-64, eight area vocational schools were located in three counties and Baltimore City. Fifty-six schools now in operation are classified as area schools.

MARYLAND (cont'd)

Projections for the future indicate a need for the expansion of secondary and post-secondary level vocational programs, adult programs, and particularly programs for persons with special needs. Additional teacher education programs will be needed to meet the expansion of programs anticipated.

MASSACHUSETTS

The program received a tremendous boost, which accounts for the present upsurge in demand for vocational education. Legislation restored the 50 percent net maintenance reimbursement, a feature of vocational education financing since 1906; this reimbursement had been eliminated as a result of the previous vocational education study. In addition, the 15 percent incentive for regional districts was restored.

Enrollments in all categories increased. The six regional schools now in operation provided education and training to nearly 8,000 people. Cities, towns, and regions continued to supply most of the funds to construct facilities and maintain programs.

The report of a study made in 1964-65 of the entire structure of the education system left unanswered many questions concerning vocational-technical education. As a result, the Massachusetts Advisory Council on Education arranged for another study of vocational education to be made in 1967-68. Several conferences between the representatives of the Bureau of Vocational Education and the Board of Community Colleges were held; specific responsibilities of each for post-secondary education were determined. Massachusetts is trying to reach a workable solution to this post-secondary problem by two means: (1) viewing the vocational educator as the person who can best provide job-oriented programs which are well suited to regional vocational schools and which are a natural outgrowth of the well-established vocational education system, and (2) allowing the community colleges to develop and expand in the more technical aspects of education and training in the fields of health-related curricula, business-related curricula, engineering-and science-related curricula, and in other occupational fields, such as public affairs and community services, e.g., urban management, police science, traffic engineering, recreation supervision, and welfare and family assistance.

By official act of the Legislature, the Springfield Technical Institute, which had been developed and maintained by the Division of Vocational Education, was given to the Board of Community Colleges. This is the first and only technical institution under the jurisdiction of the community colleges.

The vocational regional (area) schools continued to develop. Most of these either had or were planning post-secondary programs. The sixth regional school was opened in North Easton in September 1967. Other

regional schools were under construction and will be opened in September 1968 or 1969 in Billerica, Chelmsford, Cape Cod, Fall River and Fitchburg. Ten more districts were legally formed and are presently selecting sites, administrators, architechts, etc. All are part of the 10-year projected $100,000,000 plan to establish this type of vocational education. Many cities such as Boston, Quincy (opened 1967), Lynn, New Bedford, Pittsfield, and Worcester are either building new vocational schools to replace the old ones or are planning additions to their present facilities. Many programs were being developed which involve students in general high schools.

Several special and new types of programs were developed; selected examples are:

- -The New England Regional Center for Distributive Education was established at the University of Massachusetts for teacher training, curriculum development, and research.
- -In cooperation with Boston University School of Nursing, the ODWIN program provided supplementary instruction to disadvantaged Boston high school graduates preparing to enter the nursing profession.
- -Leominster Trade School, located in the area which is the center of the State's plastic industry, established a program in "fluidics," which incorporated electronics, electronic controls, pneumatics, and hydraulics with machine operations applicable to the plastic industry.
- -New programs were established for entry and/or upgrading technical workers in sewage treatment plants.
- -The Bureau provided teacher training for 286 men and women.
- -A study was being conducted to determine better and different ways of training teachers in special areas, such as health occupations, special needs, culinary arts, academic and technical fields.

MICHIGAN

The 1966 reorganization of the State Department of Education provided for three administrative sections in the Division of Vocational Education; they are: (1) program development, (2) program operation, and (3) special programs. The special programs section includes the finance and certification units.

There are 28 community college districts; four of these are new and not yet operating. Community colleges meeting the minimum criteria were designated as post-secondary vocational-technical education centers by the State Board of Education.

The use of vocational-technical education funds for the construction of four community colleges and one 4-year institutions facility was approved; the cost will be about $6 million. About $3 million from State and Federal vocational funds will be allocated to these projects. Two secondary area projects were allocated $1.4 million in State and Federal funds. A policy statement relating to the future development of area vocational-technical education programs was developed and approved by the State Board of Education.

The Michigan Manpower Study, completed by Battelle Memorial Institute, provided estimates of labor force needs up to 1980. The project was funded jointly by the State Department of Education, the Michigan Employment Security Commission, and the Michigan Office of Economic Expansion. The Department of Education's Division of Vocational Education and the Office of Economic Expansion completed a jointly funded statewide study of present and future needs of employers for technicians. Thirty-one of the 39 area vocational-technical needs studies were completed; as a result of this, three intermediate districts voted millage for the construction of area centers.

Enrollments in all vocational programs totaled 266,000. Program enrollments increased an estimated 20 percent over those of fiscal year 1966. For the first time, all duplicate enrollments were eliminated in the report.

Nine additional local directors of vocational education were approved for secondary schools, five in community colleges and two in intermediate school districts.

MINNESOTA

Educational levels of high school students have risen considerably in the last three years. In 1962, the dropout rate of all students in public and private high schools from grades nine to 12 was about 25 percent. In 1966, the dropout rate had decreased to 12.7 percent. Minnesota now ranks first in the nation in percentage of ninth graders who go on to graduate from high school.

The department requested $8,328,000 from the Legislature for vocational school aid for fiscal year 1967 and $9,900,000 for fiscal year 1968. The Joint Powers Act, which was passed by the Legislature, permits two or more independent school districts to enter into an agreement to establish a joint board to build and operate an area vocational-technical school. Since 15 districts were named in the bill, the State is optimistic that the result will be a large area school.

Twenty-three area vocational-technical schools were operated. New area vocational-technical schools were completed at Bemidji, Detroit Lakes, Faribault, and Pine City. An addition was completed at the Staples Area Vocational-Technical School. New schools were under construction at Duluth, Mankato, Moorhead, Pipestone, and Winona; additions are under construction at Alexandria and Jackson.

The Minneapolis-St. Paul metropolitan area, the State's largest labor market area, experienced a great upsurge in vocational-technical enrollments with the opening of the new St. Paul Area Vocational-Technical School, which has a total of 1,457 post-secondary students and an adult-supplementary enrollment of 10,396. Plans were completed for the purchase of a large building which will serve the northwest quadrant of the metropolitan area. Pockets of minority groups located in the St. Paul-Minneapolis area still offer challenging problems. Through cooperation with Twin Cities Opportunity Industrial Center, the Manpower Development and Training Unit in the State Department of Education, and other interested agencies, programs were implemented to meet some specific problems of this particular group of disadvantaged.

An experimental program in the simulated block time approach to secretarial training will be instituted in the 1967-68 school year. This approach exposes the student to a simulated office experience. The block of time involves three consecutive school hours and is confined to a classroom specifically developed to simulate the environment of an actual working office.

Continued progress was made in providing guidance and counseling services for vocational students. Eight vocational schools employed fully qualified counselors. Eight additional schools have employed qualified counselors for the coming year. In addition to those schools with certified counselors, the other area vocational-technical schools provide counseling services to post-secondary students.

The Program Planning and Development Section conducted statewide surveys of personnel needs in business and industry to determine needs in specific occupations. The following experimental, developmental, and pilot programs were also conducted:

-Interrelated cooperative training
-Housekeeping, food service, and nursing aide service worker courses for the mentally retarded
-Faribault program for training of the mentally retarded
-Hearing handicapped program in the St. Paul Area Technical Institutes
-Student-operated arts and crafts store in Ely

MISSISSIPPI

Post-secondary programs that had begun in the comprehensive junior college system continued to develop. When the programs now in progress are completed, there will be operative 21 post-secondary centers. These centers not only offer post-secondary vocational and technical education, but enroll high school students, dropouts, and adults. Sixteen of these 21 centers have excellent facilities, are well-equipped and in operation; staffs have been recruited and trained. The additional five centers will be completed and in operation very soon.

All phases of vocational and technical education were strengthened. The total program includes: (1) prevocational education at the junior high school level, (2) comprehensive vocational education programs at secondary levels, and (3) post-secondary education in the area schools (in the State junior colleges). A special needs program was initiated and is being greatly expanded. Other special programs, such as occupational guidance, education in gainful home economics, and off-farm agricultural occupations, were stressed.

MISSOURI

An intensive study of vocational education, which was authorized in 1966 to determine present and projected needs for vocational and technical education, was completed in December 1966. The General Assembly implemented the financial recommendations of the study which called for an increase of $2,000,000 in State funds for the support of vocational education over the next three years. Accordingly, State funds for program support were increased from $237,000 to $2,237,000 for the fiscal year. Indications are that an additional $2,000,000 will be available in fiscal year 1968.

The State Board approved the creation of a position of Director of Vocational Finance; this was necessitated by the increased funds and rapid increase in programs. An additional position was created to assist in supervision of industrial education. Increased funds accelerated the organization of programs in comprehensive high schools,

area vocational schools, junior colleges, technical schools, and 4-year institutions. Four new area vocational schools were approved by the State Board of Vocational Education; this makes a total of 35 designated by the State Board to date. All but three of these schools have either completed an initial building project or were in some stage of planning.

Approximately $2,500,000 was designated for area vocational school construction. Eleven junior college districts were formed under recent legislation. They are dedicated to the community college concept and are expanding program offerings in vocational education. One of them was designated an area vocational school. One will not become operative until September 1968. All of the operating junior college districts offered terminal programs in vocational and technical education. Each worked closely with staff members of the State Department of Education.

The Act stresses follow-up; therefore, the Section of Guidance Services conducted a statewide survey of the 1965 graduating class of public secondary schools. An advisory committee was organized; forms and materials were distributed to the schools. Essentially, the study will reveal the status of vocational education. It is anticipated that the survey will be used to determine if proper offerings are provided to secondary school youths.

The State Department of Education was interested in developing curricular materials to assist local units. Four new curriculum guides were completed in home economics; they were: (1) basic home economics, (2) home nursing, (3) housing and interior design, and (4) senior home economics. Two new curriculum guides, which will be the course guides for the first two years of vocational agriculture, were completed; they were: (1) plant science and (2) animal science. The business and office education section developed new curriculum materials which are now ready for publication; they are in the following fields: (1) clerical, (2) secretarial, (3) bookkeeping, (4) office machines including data processing, and (5) special needs. Development of curriculum materials for individuals with special needs is a new approach and one in which the Department is taking leadership.

MONTANA

The 1967 Legislative Assembly provided a biennium appropriation of $900,000 for vocational education and $100,000 for vocational education teacher training at Northern College in Havre. The $900,000 will be used for program support and may also be used to assist in the construction of new area school facilities. The Legislative Assembly also authorized $50,000 for a 1-year statewide study of vocational needs; final reports of this study are due October 1968.

MONTANA (cont'd)

Ninety-four projects from local schools were approved by the State Board for Vocational Education for Federal support under the Vocational Education Act of 1963. These projects are in addition to many now being reviewed for support under the Smith-Hughes and George-Barden Acts.

The area vocational-technical school in Helena was completed and is in full operation; it is filled to operational capacity. Bids for the second area vocational-technical school are now being let for construction in Missoula. The school is now operating in other facilities. Several other communities expressed interest in establishing area vocational-technical schools.

The Montana Research Coordinating Unit completed and reported the project to survey attitudes of entry workers in mining, logging, and construction. Several surveys of occupational needs and vocational interest in local communities were completed.

NEBRASKA

Continued progress was made in area vocational-technical schools. The area schools offer primarily post-secondary and adult programs.

The Vocational Technical School at Milford continued its building expansion program, using approximately $135,000 in State funds matched with Federal funds. The University of Nebraska School of Technical Agriculture at Curtis began its second year of operation and expanded its offerings to include six programs; enrollment more than doubled over the first year. Two other area schools began operations in the fall of 1966; these are the Central Nebraska Vocational Technical School, located at Hastings, and the Western Nebraska Vocational Technical School, located at Sidney. The Hastings school encompasses an 18-county area and is operated by a local area board. The Sidney school is a State school and operates under the State Board of Vocational Education.

Two other area schools were approved by the State Board of Vocational Education and voted favorably upon by the people in the areas concerned. One school will be located at North Platte and the other school will be located in the northeast area of the State. These schools will be operated by local area boards. The Mid-Plains Area Vocational Technical School at North Platte will serve a 10-county area, and the Northeast Nebraska Area Vocational Technical School will serve 14 counties. Present plans are for these schools to begin operation in the fall of 1968.

Practical nursing programs in post-secondary State schools were operated at Alliance, Kearney, Omaha, and Lincoln. Another school is planned to begin operations at Norfolk during fiscal year 1968.

NEBRASKA (cont'd)

Vocational-technical enrollments showed dramatic increases compared with fiscal year 1964, the year prior to the Vocational Education Act. The percentage of enrollment increases were: secondary, 54 percent; post-secondary, 200 percent; adult, 12.1 percent; and special needs, 80 percent.

An analysis of the source of funding for vocational education expenditures shows that 33.6 percent were local funds, 24.8 percent were State funds, and 41.6 percent were Federal funds.

Future projections indicate that the greatest percentage of enrollments and expenditures will be at the post-secondary level and in the special needs category.

NEVADA

The State appropriation for vocational education was increased $336,140 to $571,905. The State appropriation combined with the Federal appropriation provided a total of $1,187,167; this was an increase of $260,914 over the previous year. A total of $187,000 of the State appropriation was made available for the improvement and extension of high school vocational education and for students with special needs. Even with the increase, requests from county school districts for assistance in implementing and extending vocational-technical programs were short approximately $500,000.

Full-time post-secondary enrollments nearly doubled during the year with the addition of many new 2-year programs. Added emphasis was given to developing public service programs in cooperation with State agencies. Increased emphasis was also given to the implementation and development of vocational education programs in penal institutions; this included such programs as auto mechanics, laundry and dry cleaning, auto body repair, distributive education, and home economics for gainful employment. The Southern Nevada Vocational-Technical Center completed its first full year of operation. This facility added to the program in the Clark County School District by providing 700 additional full-time training stations.

Citizens of Elko County participated in a fund drive to accumulate $50,000 to implement vocational-technical courses by creating the Elko Community College. Approximately 600 students availed themselves of new occupational training opportunities through the community college.

Four research studies which concerned needs for and reorientation of vocational-technical education were completed through the sponsorship of the Research Coordinating Unit.

NEW HAMPSHIRE

Now operative are a technical institute at Concord, which was completed in 1965, and three vocational institutes in Manchester, Portsmouth, and Berlin, which opened in September 1966. Two additional institutes were being constructed and will open in September 1968; one is located in Claremont and the other in Laconia. Both institutes will offer a core program in electricity, electronics, and machine industries. In addition, Claremont will expand the health program by operating a licensed practical nursing program and a medical assistant course. The Laconia Institute will have the State's first post-secondary graphic arts program and an internal combustion engine course.

In September 1967, two new high schools which offer extensive vocational programs were opened. A large regional high school, serving nine communities and located in Whitefield, opened in September 1967 with five vocational offerings. The city of Dover opened a new high school which included vocational facilities costing over $800,000. Plans were being formulated to build in Peterborough a new regional high school which will further expand secondary facilities in 1969.

Land had just been purchased in Nashua and planning was in progress for a sixth vocational institute to be opened in September 1969 in that city. In addition to the industrial programs, mid-management training, distribution, and technical secretary training will be offered.

Initial plans were being made for a $1,200,000 health facility addition scheduled to open in September 1969 at the Technical Institute in Concord. Associate degree nursing, X-Ray technology, and dental hygiene will be offered.

NEW JERSEY

An appropriation of $2,000,000 to match Federal funds provided under the Vocational Education Act of 1963, was recommended by the Governor and approved by the Legislature. The Legislature passed the Wilentz Bill, which provides up to 25 percent matching of funds for construction of area vocational schools. The appropriation for the first year under the Bill was $1,000,000.

New vocational-technical education facilities were being constructed or planned in ten counties; they are: Burlington, Camden, Essex, Middlesex, Monmouth, Passaic, Somerset, Sussex, Union, and Warren. A second school district (Camden City) has received funds for vocational school construction under the Economic Development Act.

Technical education programs conducted at the post-secondary and secondary levels in county area vocational schools and city comprehensive high schools continued to expand despite a shortage of needed physical facilities. Full-time day enrollments increased 16 percent over those of the last year.

Cooperative industrial education programs continued to grow. There were 216 approved cooperative industrial programs; this is an increase of 66 programs over last year. Trade and industrial education grew by 844 day school vocational education students and 3,985 evening students. Business and office occupations education classes served approximately 68,000 students in all secondary school districts. Over 100 cooperative office education programs were in operation; approximately 923 business teachers are involved. The number of students in industrial occupations education nearly doubled, with an increase from 1,966 to 3,150 students; a 50 percent enrollment increase is anticipated for 1967-68. Despite a 60 percent reduction in Federal funds for work-study, 93 high schools continued to serve 1,662 students in these programs. Significantly, school districts were willing to match on a 75-25 basis.

Approximately 6,000 individuals were currently registered for apprentice training. The number of trades and occupations for which related instruction was being offered increased from 43 in 1964 to 49 in 1966.

Responsibility for developing programs for persons with special needs was assigned to one branch within the Division of Vocational Education. Three "special needs" pilot programs were begun and plans were made to establish a State-level Advisory Committee for Special Needs. The Division of Vocational Education State Curriculum Laboratory conducted its largest summer institute in 1967; 51 projects were developed.

"Technology for Children," an experimental 2-year project which is the first of its kind in the nation, was started in 1966 in nine elementary schools. It was financed in part by a $166,000 Ford Foundation grant. The project will assist teachers in combining technical activities with regular academic lessons to help children learn and understand their regular academic subjects, while they develop an appreciation of technology's role in our society. Elementary pupils were introduced to technical concepts such as design, instrumentation, uses of tools, and properties of materials. Field trips to acquaint pupils with different occupational areas and related concepts were conducted. Telephone repairmen, carpenters, and others explained their work and gave demonstrations; these experiences were then related to the children's other studies.

NEW MEXICO

The number of persons enrolled in vocational-technical education programs under the supervision of the State Vocational Division during 1966-67 showed a 65 percent increase in a 3-year period. One or more programs of vocational education were offered in all 32 counties and in almost every school district which had a senior high school. All seven vocational areas expanded.

NEW MEXICO (cont'd)

Two important pieces of legislation, which were passed by the Legislature, will have far-reaching effect upon the entire vocational and technical education programs. The Area Vocational School Act allows local school districts to join together and form area vocational school districts. This bill allows the districts to vote up to five mills for the purpose of erecting and operating area schools. A companion act was passed which allows $300 for each full-time student pursuing a vocational course in an area vocational school when it is a part of a community college. The Legislature also made additional money available for strengthening and expanding vocational education programs.

Enrollments increased in all areas in secondary schools. Vocational programs were added to secondary schools which had previously had none.

Post-secondary programs and adult programs continued to grow rapidly. The agriculture institute connected with the State University was opened and the physical facilities expanded to meet its needs. At one area school, a new shop to house body and fender work was erected and at another, a new classroom building was completed. An additional licensed practical nurse school was opened and the first 2-year registered nurse program was opened. The first 2-year mid-management program began at the New Mexico Junior College at Hobbs.

The teacher training program was strengthened with some excellent summer workshops. A full-time teacher trainer was employed at one of the universities in the field of distributive and office education.

When a portion of an Air Force base was made available to the State, the Legislature made a special appropriation to finance the opening of a vocational and technical program in connection with a community college. This very excellent facility will provide an additional area vocational school.

The Research Coordinating Unit made preliminary plans for updating the statewide survey of jobs and job opportunities which will be conducted in the fall.

NEW YORK

All occupational education resources were organized and utilized to develop the labor force effectively. Development of one coordinated plan for occupational education resulted in the emergence of numerous area centers which provide programs for persons in all communities, at all age and ability levels, to meet the semi-skilled, skilled, and technical needs of the labor market.

A new guideline for funding occupational programs was initiated for the "Big Six" cities. To each city for which a program plan was developed, an allocation was granted and a broad category budget for State review and approval was drawn up. Each city could then relate its expenditures to those needs which have highest priorities, with the contingency that its plan be compatible with the projected emphasis established by the State.

The Legislature passed a bill to amend the Board of Cooperative Educational Services Law. The new bill authorizes the BOCES to acquire sites and construct buildings when authorized to do so by a referendum in the area. Financing is possible either by cash expenditure or through the New York State Dormitory Authority. This new law expedites the use of Vocational Education Act funds to construct needed facilities for occupational education programs in the service area under the administration of BOCES Boards. It is anticipated that a minimum of 12 facilities can be funded during the next fiscal year as a result of this legislation. (Prior to passage of the amendment to the BOCES law, funds were allocated for construction of four area occupational facilities, using a component school district as the sponsoring agency.) Two allocations were made to city school districts to expand vocational facilities in their comprehensive high schools. These districts, located one mile apart, will offer an area program which provides a variety of more highly specialized and upper level secondary curriculums.

Initiation of new area occupational education centers and expansion of ongoing programs continued at a rapid pace. The 14 new area center programs represented an expansion which exceeded the ten which had been projected.

The 37 area occupational education centers and the other districts, including the six big city areas, served approximately 397,840 secondary students. The centers provided a comprehensive and diversified program for 158,689 out-of-school youths and adults. Enrollment totaled 32,520 in occupational education courses at the 2-year community college level.

At the post-secondary level, grants of monies were made to study long-range curriculum needs in allied health technologies, data processing, plastic technologies, and other fields. Additional curriculum committees directed their efforts to fields of electro-mechanical technology, tourism, fire science, social service, library technology, police science, industrial laboratory technology, public service technology, and mental health assistance. One staff member, on special assignment for several months, worked full-time with the local agencies to encourage administrators to plan and implement programs for persons with special needs. Occupational education opportunities were provided to a total of 28,043 persons with special needs. Varied programs were designed for the economically and culturally deprived, persons who lacked motivation, and individuals with learning handicaps, physical and/or emotional handicaps.

Efforts to develop leadership and upgrade the knowledge of area occupational school directors, curriculum coordinators, guidance counselors, and instructors continued. Summer institutes, teacher workshops, curriculum workshops, intensified short in-service courses, and other means were used extensively to improve the knowledge of all those identified with occupational education. The first statewide conference of approximately 30 area occupational program directors was held for a 3-day period during January 1967; the agenda was geared to the duties and responsibilities of

each director in planning, implementing, and evaluating his program.

Institutes were conducted at the post-secondary level to improve counselor competency in the field of vocational guidance. Pilot programs in vocational guidance were started in seven community colleges. The improved skills of the participants will benefit counseling endeavors in the area center program.

NORTH CAROLINA

Shortly after the enactment of the Vocational Education Act, a concerted effort was launched to diversify and improve vocational education. The impact this effort has had upon the economy, high school students, and adult citizens includes the following:

- -Employment goals were realized by many industries surveyed by the Employment Security Commission in 1962 and again in 1966.
- -The State was selected by 56 new companies as a location to expand corporate operations.
- -More than 42 industries or companies expanded their existing operations.
- -The number of students enrolled in vocational and technical education increased. Enrollment in high school vocational education courses reached the 156,274 level and post high school enrollment the 32,162 (full-time equivalent) level in the fall of 1966.
- -Increased numbers of business and industrial recruiters sought graduates from vocational-technical education.
- -Agricultural income continued to increase as farmers learned to use modern technology in their farm operations.
- -Off-farm agricultural businesses and industries, particularly food processing, continued to grow. New programs of training in several technical institutes were beginning to supply competent workers for this emerging industry.
- -One or more vocational programs were offered in 90 percent of the high schools.
- -A variety of post-secondary offerings was available in 43 post-secondary schools located within commuting distance of 70 percent of the citizens.
- -Participation in occupational education in grades nine to 12 was 50.2 percent on a statewide basis; this was much higher than the nationwide participation rate of 27 percent.

Employment opportunities have changed in the past few years. With increased industrialization and a changing pattern in agriculture, a wider diversity of job opportunities exists.

To help meet the demand for competently trained workers, post-secondary institutions provided a wide range of programs for out-of-school youths, high school graduates, and adults. Basic adult education and courses leading to the completion of the General Education Development Test provided an

opportunity for individuals to profit from vocational and technical education. Several institutions started concerted efforts to locate dropouts and recruit them into occupational training. Program improvement efforts included revision of course content and short teacher training sessions for part-time instructors. In addition to the reimbursable vocational courses, institutions provided preparatory and retraining programs under provisions of the Manpower Development and Training Act.

A program of basic adult education and occupational training is provided by those institutions located near one of the prison units. Voluntary enrollment in this program by prisoners facilitated rehabilitation of short-term prison inmates.

Work-study programs provided by 27 post-secondary institutions helped 494 students continue their education. Not all institutions were able to participate, because State matching money was not available and the local matching money was not available in all instances.

The staff was involved in evaluating 33 administrative units. Over a period of five years, all administrative units will be involved in this in-depth evaluation.

NORTH DAKOTA

The 40th Legislative Assembly convened in January 1967 to consider educational problems at all levels. The budget approved for vocational education by the State Board for Vocational Education was substantially reduced when it was presented to the Legislature for the 1967-69 biennium, but the amount was increased to the level of the 1965-67 appropriation. A bill to establish a system of area vocational-technical schools in conjunction with community colleges was introduced and defeated. A resolution for a study of vocational education during the 1967-69 biennium was passed.

The Subcommittee on Education of the Legislative Research Committee reviewed various approaches to providing more vocational education at the post-secondary level. Its findings and recommendations will be incorporated into a bill which will be introduced in the 1969 legislative session.

The State Board for Vocational Education funded the construction of two vocational education wings as parts of new comprehensive facilities at Fargo and Dickinson. These schools were designated as area vocational schools at the secondary level and will provide opportunities for vocational education to area students and adults.

The State Board appointed a full-time supervisor of distributive education effective July 1, 1967. Previously one staff member had responsibilities for supervision and teacher education in distributive education.

NORTH DAKOTA (cont'd)

The Research Coordinating Unit continued to study the problem of training and retraining for manpower opportunities and needs. When completed, this study will provide the Legislature and the State Board for Vocational Education with information regarding the possible directions for expanding vocational education.

OHIO

Enrollments in grades nine through 12 increased two percent to 608,753 while enrollments in vocational education increased 17 percent to 243,818. Enrollments in vocational secondary education increased 22 percent to 85,869; enrollments in post-secondary education increased 39 percent to 5,138; enrollments in adult vocational education increased 13 percent to 149,727; and enrollments in classes for persons with special needs increased 228 percent to 3,084.

Vocational education was offered in 109 additional schools; this was an increase of 14 percent to 785 schools. Building construction expenditures were $15,175,413 for five new buildings and three major remodeling projects. This increased the capacity for secondary education by 3,600 and adult vocational education by approximately 7,500.

Approximately 50 joint vocational school districts would be needed to provide equal opportunity for all individuals in all geographic areas. Seven joint vocational school districts were established; this was a 29 percent increase to 31 joint school districts. Three additional joint vocational schools began operation, making a total of five. The joint vocational school districts comprised approximately 50 percent of the State and embraced 297 local school districts in 48 of the 88 counties. When completed, the joint vocational school districts will offer vocational education for approximately 87,000 additional secondary pupils and 150,000 adults.

Secondary vocational education programs provided 529 more units (State Foundation) of vocational education this year. This was a 30 percent increase to 2,296. Not only were the customary secondary programs increased in number, but many new pilot and experimental programs were introduced.

The number of persons enrolled in pre-service preparation for vocational teaching increased 42 percent to 1,618; the number of teachers enrolled in in-service improvement programs increased 16 percent to 1,446. The number of teachers meeting State requirements for secondary vocational teaching increased 15 percent to 783; adult vocational teaching increased 109 percent to 96. There was an increase of 963 new teachers to 5,216. There was a 26 percent increase in local counselors, coordinators, supervisors, and directors to 208 positions. A special 1-year program for the development of supervisors and directors was conducted. An internship program was conducted for the graduates of the program.

Reporting by local schools was streamlined by the State. A classification for programs was designed and adopted by all vocational services to insure uniformity in reporting. A single form was designed and adopted. The form, which will be in operation in fiscal year 1968, permits data processing of the forms for State and Federal reporting.

OKLAHOMA

Area schools organized under the recent State Constitutional Amendment include the Tri-County and Caddo-Kiowa Area Schools, which were scheduled to open in September 1968. Central Oklahoma Area School and Indian Capital Area Schools were scheduled to open in September 1969. Two other schools were scheduled to open in the fall of 1970. Four additional area school districts were in some stage of formation.

A Teaching Materials Center was formed to serve all areas of vocational-technical education. Its general purpose will be to develop curriculum material for all vocational-technical education programs in secondary schools, post high school programs, and adult programs. One staff member was coordinating the activities of the Center; each division appointed a representative to work with the Center. The Center's first priority was to develop a library to be used by material specialists and teachers in developing curriculum material. Each division wrote course descriptions. The Center was located in one office, but a 60' x 60' building should be completed by early summer to accommodate a complete staff of curriculum personnel including writers, an artist, an audiovisual specialist, and material specialists.

In order to maintain closer liaison with business and industry, a Division of Industrial and Technical Services was established within the Department. This Division will conduct surveys to determine businesses' and industries' needs for trained personnel; it will assist local communities in conducting labor availability registration drives. Information collected by this Division will be processed by the Data Center of the Department for rapid analysis and dissemination, using the Spectra 70-35 Computer. This Division will be coordinated with other State and Federal agencies to prevent duplication of training efforts and will provide for maximum utilization of funds available to conduct occupational training.

The State Department of Vocational-Technical Education instituted a training program specifically designed to meet the needs of new and expanding industries. The initial program was founded at the Oklahoma City Area Vocational-Technical Center to provide electronic technicians for Tinker Air Force Base. Two classes of 35 weeks duration, on an eight-hour per day and five-day per week basis, were in operation. This program is planned to be continued until the critical shortage no longer exists. Machine tool operator programs were conducted at the Tulsa Area Vocational-Technical Center and were planned to be conducted at the Ardmore Area Center.

The Department established and operated a special school to train machinists for the Oklahoma City area. Utilization of equipment from the National Industrial Equipment Reserve at Oklahoma City, Ardmore, and Tulsa made possible training experiences on a wide variety of machine tools. As specific industrial training needs are reported or identified, additional programs will be established in those cities and throughout the State.

A proposed residential vocational high school for those students who cannot fit into a normal pattern of education will be operated through the Shawnee Public High School.

OREGON

More legislative activity was generated in the 1967 session than in the three sessions since the initial community college legislation was passed in 1959. Twenty-one laws were passed which affected community colleges, and legislation increased State support for community college operation and construction. State aid increased from $433 to $575 per full-time student or the equivalent for the first 400 students, $475 for the next 300 students, and $433 for all students over 700. Federal vocational funds will supplement operating costs on a formula based upon $185 for the first 200 full-time students or equivalent, and $110 for the remaining students. State aid for construction was increased from a net of $1,300 for 2/3 of the full-time or equivalency students to a net of $1,560 for each.

Eleven community colleges were in operation; two of them, in Salem and Portland, were operated by local school districts. Salem offered only vocational-technical programs. Nine community colleges were organized within area education districts; they offered comprehensive programs, including both lower division collegiate and vocational-technical preparatory work. Mt. Hood and Clackamas Community Colleges were in their first year of operation. A new community college district, Linn-Benton, was approved and began operation in the fall of 1967.

Secondary-level enrollments increased by 2,648 students over the previous year; the total enrollment was 27,387 students. The State Board of Education hopes to enroll 40,000 students in occupational education programs in grades 11-12 by 1975.

Federal funds available for community college construction were $400,000 from the Vocational Education Act of 1963, and $1,511,739 authorized under the Higher Education Facilities Act of 1965.

Several school districts planned and implemented vocational programs on an area basis. Lincoln County transported 270 students from five high schools to a central facility, thus offering three additional programs. The Milwaukie Area Skill Center began construction, offered programs, and will include 12 broad occupational clusters when the facility is complete. Three other geographic areas had groups actively planning cooperative efforts.

PENNSYLVANIA

Twenty-eight area vocational-technical schools were in operation; this was an increase of five over the last reporting year. This increase makes available 3,866 more pupil stations and 94 more courses. In 1962, five area vocational-technical schools were in operation.

Construction contracts were awarded for sixteen new area vocational-technical schools for a total of $51,006,706. When completed, pupil capacity will be increased 13,900. Twenty-four areas developed educational programs and were planning to begin construction during fiscal year 1968; there will then be over 60 area schools in operation. These area schools varied in size from those having ten different shops and laboratories to facilities having as many as 32 shops and laboratories. The average number of course offerings was 19; the average number of pupils enrolled per school was about 750. Five of the area schools planned will offer a total academic program in addition to the vocational-technical training. Twenty-four of these planned schools will be part-time or service-center schools offering primarily the shop-laboratory phase of the student's education; general academic courses will be provided in a regular high school.

Approximately 25 community colleges were being developed to complement the comprehensive high schools and the area vocational-technical schools. Considerable care was being exercised to insure coordination among these institutions to prevent duplication or competition.

The building program was emphasized. Continuing support was given to ancillary services such as curriculum improvement, experimental or developmental programs, research and leadership development.

PUERTO RICO

The Legislature appropriated $560,000 for the Manati area vocational school. Construction was scheduled to begin by June 30, 1968. The Bayamon area vocational school opened in August 1967. It offered 18 regular trade and industrial shop courses. Two courses in occupational home economics were added in November 1967. Two post-secondary courses were offered in office occupations; they were: secretarial and bookkeeping. The Barranquitas area vocational school will be completed during fiscal year 1968. The Guayama area vocational school was in the planning and design stages.

The Bureau of the Budget approved positions for the establishment of a vocational and technical research unit. A study to determine occupational shortages was being conducted jointly by the Center of Social Research, University of Puerto Rico, and the Puerto Rico Department of Education.

RHODE ISLAND

An additional $2,000,000 was appropriated for area school construction in the Blackstone Valley area. This raised to $12,000,000 the State monies available for construction of new facilities. Combined with Federal funds, the total committed funds for construction of vocational facilities through June 30, 1969 were $15,439,315.

Construction began in two of eight planned secondary vocational education facilities. In one of these, the vocational and technical education program became operational in the existing high school. Three schools will be constructed in fiscal year 1968. Two additional applications were approved by the State Board of Education.

A vocational and technical program was initiated in temporary quarters in Providence, as construction went forward on a $3,000,000 facility at the post-secondary level. The program included courses in six occupational areas; some two hundred students were enrolled.

Four consultants were added to the Vocational Division of the State Department of Education in the following areas: health occupations, business education, distributive education, and vocational guidance.

The Research Coordinating Unit became operational at Rhode Island College. The Vocational Division presented four priorities in vocational research to the Unit: curriculum development, teacher education, program evaluation, and finance.

In March of 1967, a major report on vocational and technical education was submitted to the General Assembly. This report reviewed all activities to date and provided information regarding the future of vocational education in the State. A major report on the future of vocational-technical education will be prepared for the Legislature during fiscal year 1968. Additional plans for program expansion will be presented at that time.

SOUTH CAROLINA

The Legislature appropriated $1,000,000 to aid some of the less wealthy counties in construction and equipment of area vocational education centers. Legislation was passed to provide a $300 annual increase in teachers' salaries; a five percent salary increase was also provided for State employees.

Four area vocational centers were completed and operating to serve high school students and out-of-school youth and adults. Four additional vocational centers were completed and began operation in September 1967. Contracts were awarded for the construction of six additional area

vocational centers; they are under construction and will be in operation in the fall of 1968. This will make a total of 14 area vocational centers constructed and in operation. Six additional centers have been approved and were in the planning stage. Based on a statewide survey, projected plans called for the construction of approximately 50 area vocational centers within the next five or six years.

Agricultural instruction was provided for 16,315 high school students. Of this number, 6,797 were enrolled in agricultural science, 7,663 in agricultural production, and 1,855 in agricultural occupations. More than 20,000 individuals were enrolled in adult classes; 172 special courses were offered. A total of 4,800 classes was conducted for young and adult farmers. Twenty new greenhouses and five new farm shops were constructed and $160,000 spent for equipment.

Enrollment in home economics occupations courses more than doubled over the year. Post high school programs in home economics were conducted to train waitresses and hotel and motel aides. Adult classes were offered for upgrading school lunch workers. Home economics programs were conducted for persons with handicaps that prevented them from succeeding in the regular vocational education program. Persons trained in home economics-related occupations numbered more than 1,400; special programs were conducted in hospitals, nursing homes, and low-cost housing developments.

Office occupations programs were provided in 126 schools for 8,161 secondary students. Equipment was added in 67 schools. A total of 1,495 persons was enrolled in adult office occupations courses.

Trade and industrial education offered more than 25 different occupational training programs to prepare persons for employment in industry and business. Thirty new programs were added and 14 programs expanded in high schools. A total of 3,127 adults was enrolled in supplementary training programs and 225 in preparatory trades and industry programs. Thirty new trade and industrial education shops were constructed and 14 shops were expanded and improved.

The health occupations program was expanded by adding one new practical nursing program and by reopening a school that had been closed for a year. Classes for dental assistants were begun for high school youth and adults at the area trade schools. One pilot program on practical nursing for high school students was conducted. Dental assistants were offered a new supplementary course to help them maintain their certification.

Vocational distributive education on the secondary and adult levels was offered in 62 high schools in 25 counties. Adult preparatory and supplementary programs were offered in eight additional counties. A teacher education program in distributive education was established

and operated at the University of South Carolina. The distributive education program for persons with special needs enrolled 48 students in four classes.

The vocational guidance staff was enlarged by the addition of two assistant supervisors.

Work-study programs were operated in 56 high schools; a total of 429 students participated.

The South Carolina Vocational Education Media Center was established to serve the needs of all vocational programs. Teaching materials in the form of publications, visual aids, and transparencies are prepared and published by the Center for use by vocational teachers and students.

The Research Coordinating Unit for Vocational Education was established for the purpose of identifying, conducting, coordinating, and disseminating research necessary to an efficient and effective program of vocational education.

SOUTH DAKOTA

Construction was completed at Watertown on a facility which cost $600,000. The building housed training facilities in nine occupational areas; offerings included: auto mechanics, farm equipment mechanics (diesel), drafting, machine shop, electronics, distributive education, dental assistant and lab technician courses, and office machine and repair. Building trades and aircraft mechanics were studied in another building. It is hoped that other communities will develop programs similar to that of Watertown.

Federal and State money, estimated at $180,000 per school, will be used to supplement each district's funds to purchase equipment.

Proposals by Mitchell, Sioux Falls, and Rapid City were approved and funded; construction will be completed by September 1, 1968. The area schools will offer post-secondary programs and provide space for approximately 1,000 students. With full utilization of the area school construction, it is anticipated that these facilities will provide for high school students, post-secondary students, adults, and persons with special needs in at least 27 different occupational pursuits.

The licensed practical nurse facility at the Sioux Falls area school was completed and had an enrollment of 60 full-time students. This facility was built and equipped for approximately $150,000. Other courses in the area school will be distributive education, printing, welding, auto body, auto mechanics, data processing, electronics, drafting, diesel mechanics, airframe and power plant, and appliance repair.

Additional licensed practical nurse programs were located in Mitchell and Pierre. Rapid City and Watertown were planning to have a program in the near future.

Southern State College, designated by the State Board, offered post-secondary training in occupational areas and technical programs which included electronics, drafting, auto mechanics, diesel, auto body, machine shop, building and trades, and radio-television service. A new technical building was being built which will cost $400,000 in State funds. Dormitory facilities were available at this school; students were accepted on a statewide basis.

TENNESSEE

Legislative action authorized construction of three community colleges, one fire school, one technical institute, and two area vocational schools. Legislative action also authorized expansion and improvement of the vocational-technical leadership training center. Funds were provided for teacher salary increases of $300 per annum and for substantial improvement of the teacher retirement system.

Ten additional area vocational-technical schools were completed. One urban area vocational-technical high school was completed and began operation. Under the guidance of the State staff, local boards of education constructed or renovated 96 facilities for instruction in the comprehensive high school program of vocational-technical education.

Services were expanded and improved at a steady rate; this is substantiated by an increase of 15.4 percent in student enrollment over the previous year. Improvement and expansion were greater at the post-secondary and adult levels than at the secondary level. Trade and industry, distributive, and office occupations education showed the greatest expansion; there was a combined total of 73 new programs. Four hundred and fifty-eight programs in all areas of instruction were updated; new equipment resulted in improved instruction.

Special needs programs were increased from two to eleven, while innovative and experimental programs were increased from five to seventeen.

Two new teacher education programs were established and three staff members added. Positions for a full-time vocational education counselor at each area vocational-technical school were established; ten of these were filled.

TEXAS

The State Board for Vocational Education has approved the appointment of a 20-member State Advisory Committee on Vocational Education. The Advisory Committee identified priorities; it decided that the problem areas which needed in-depth investigation by subcommittees were: labor market surveys, vocational education resources, vocational programs, and administration and finance.

The Sixtieth Legislature passed House Bill 383, which provided for the development of curriculum and teaching materials for courses in police administration and fire protection. Beginning September 1967, a 1-semester course in both police administration and fire protection administration could be offered by independent school districts in counties with a population of 200,000 or more.

The Education Committee of the House of Representatives appointed a subcommittee to investigate the status and needs of vocational-technical education in Texas. This subcommittee, in cooperation with a similar Senate committee, was gathering data.

As of June 20, 1967, the Texas Education Agency had approved 94 area vocational schools, including 64 independent school districts, 27 junior colleges, two senior colleges, and the newly created James Connally Technical Institute. Thirty-one area schools were established during 1965, 54 during 1966, and nine during 1967.

Enrollment increases in fiscal year 1967 as compared to fiscal year 1965 were as follows: secondary programs preparing students for gainful employment, 3.8 percent; secondary homemaking programs, 10.2 percent; post high school programs, 33.5 percent; adult programs, 30.2 percent; and programs for persons with special needs, 66.4 percent. On the secondary level, 496 new or expanded vocational programs were initiated.

Ten new occupational surveys were conducted. The results of these surveys, in addition to the previous ones, revealed a demand for 298,450 competently trained employees. The Texas Employment Commission indicated a need for training another 157,146 employees for the 20 metropolitan areas.

An Occupational Research Coordination Unit was established June 24, 1966. The professional staff consisted of a director, an assistant

director, and a consultant. The Occupational Research Coordination Unit's objectives were to identify, stimulate, facilitate, assist, and coordinate all research activities in the State. In addition, the Unit will collect, catalog, and prepare for publication and dissemination the results of nationwide occupational research. Nineteen research proposals have been received and reviewed.

Program evaluation activities included organized visits by staff members and other selected personnel throughout the 1967-68 school year and development of evaluative criteria and instruments. Proposed was a pilot project to evaluate two small, two medium, and two large schools. Recommendations from the program evaluations will provide the basis for re-approval of programs and services.

UTAH

The study of vocational and technical education made in 1966 by the Division of Surveys and Field Services of George Peabody College formed the basis for the development of a long-range (1967-80) planning program for vocational education. Overall statewide plans were being developed by the State vocational education staff in cooperation with leaders from management, labor, agriculture, women's groups, and others. Each school district and post-secondary school was being encouraged to do the same for vocational education programs that were being conducted or will be conducted by local educational agencies. A director was hired to coordinate the planning activities of the various groups and to write and edit the final report. It was planned that this will be ready for distribution by September 1968.

The State Board for Vocational Education designated two new area vocational centers, which were being constructed in Smithfield and Roosevelt. The Smithfield center will serve Cache and Logan School Districts; the center at Roosevelt will serve the school districts of Duchesne and Uintah. High school and adult level training will be conducted at these centers.

The trade-technical institutes in Salt Lake City and Provo had their names changed to technical colleges by the Legislature in January 1967. Some vocational educators are apprehensive about this change, fearing it might lead to the downgrading of vocational and technical education. The proponents of the change had just the opposite view in mind, stating that the name change would improve the status of vocational and technical education in the minds of students. Safeguards were written into the legislation to protect the curriculums of these schools from going academic.

Accreditation of the vocational and technical programs, especially at the post-secondary level, was a subject of concern. These programs were conducted in eight post-secondary schools. A survey team composed of in-State and out-of-State leaders in vocational education evaluated the programs in the vocational-technical colleges in Salt Lake and Provo. Their efforts formed the basis for developing some accreditation standards to be used by the State Board for Vocational Education.

A new system of allocating vocational funds to school districts was tried in order to encourage local school leadership to take additional interest and responsibility in developing vocational programs which would more adequately meet the training needs of youths and adults in the various communities. A fund quota, comprising State and Federal funds and based on a formula, was allocated to each district; the districts, with the counsel of local advisory committees, developed for the next fiscal year a proposed program which meets the standards of the State plan and the approval of the State vocational education staff.

Utah has forty school districts. All but one of them had vocational programs, and that district is very small. Thirty-four of the districts had part-time or full-time directors of vocational education. Recently, the State Board appointed two coordinators to work with the State director to coordinate the activities of the supervisors and to aid in the development and further improvement of vocational programs at the local level.

State and local fund increases for vocational education over those of fiscal 1966 amounted to eight percent.

VERMONT

The State Board of Education approved the reorganization of the State Department of Education which gave division status to vocational-technical education. The reorganization provides for needed new staff positions and facilitates necessary services, program development, and program operation.

The General Assembly appropriated $1,450,000 in 1965 and $4,300,000 in 1967 to supplement general school building aid and Federal funds available for construction of new vocational-technical facilities at area vocational centers. These funds are sufficient to construct and equip new facilities needed at nine of the area vocational centers. Surveys of the need for vocational programs and preliminary planning were accomplished for new vocational facilities at Burlington, Barre, St. Albans, Rutland, and St. Johnsbury. Area consulting committees, which are broadly representative of the areas' occupational fields, made surveys of occupational needs and recommended the type of programs to be offered at each vocational center. The State Board of Education conducted a study of vocational-technical education and reconfirmed its policies for the development of area vocational centers on a statewide basis. Thirteen comprehensive high schools have been designated by the Board of Education as area vocational education centers. Four of these centers enrolled students on an area basis in vocational programs at grades 11 and 12; however, each needed to expand its program. Construction was completed on four new high schools with comprehensive vocational-technical education facilities at Bennington, Hyde Park, Newport, and Springfield.

Needs for an expanded post-secondary vocational-technical education program were identified and documented. Bills were introduced in the Legislature to provide programs in this area either by adding 13th and 14th year vocational-technical programs at selected area vocational centers or by establishing State vocational institutes. Expansion of the adult program was planned and facilities for programs for students with special needs were provided in new construction at area vocational centers. New program development at the secondary level emphasized instruction for clusters of occupations and expansion of programs in the service occupations.

Strong leadership development programs were conducted by each of the State's vocational youth organizations. Local clubs of the Vocational Industrial Clubs of America (VICA) were organized in anticipation of the organization of a chartered State association.

VIRGINIA

During the school year of 1966-67, all of the accredited county and city high schools in the State offered one or more vocational curriculums.

Ten localities completed construction of area vocational schools. These construction projects represented an expenditure of more than $5,000,000 for buildings and equipment.

Forty-two schools classified as area vocational schools served high school youths, post-secondary students, and adults. Plans for at least 30 other construction projects were being developed.

VIRGINIA (cont'd)

Since new buildings were essential to the expansion of post-secondary offerings, most of the efforts of the State Board for Community Colleges were directed toward planning and constructing new facilities; this fact will be reflected in program expansion in fiscal year 1968. Emphasis was placed upon greater continuity between the secondary vocational programs and the post high school programs offered in the community colleges.

Secondary program enrollments increased by 23 percent. Post-secondary enrollments increased by over 36 percent. Enrollment in adult classes showed a 25 percent increase. Enrollments in special needs classes increased by over 270 percent. The work-study program showed a marked decrease in enrollment; only 658 were enrolled.

Expansion in vocational and technical education through additional funds for construction and equipment, and the inauguration of additional part-time cooperative programs provided more offerings in smaller communities. In all planning and expansion for vocational programs, information available on the local labor market and an analysis of the labor market needs on a statewide basis were considered.

VIRGIN ISLANDS

During this decade, the Territory witnessed an unprecedented period of industrial growth. Mainland firms established plants, factories, hotels, and other industrial complexes which provide youths and adults opportunities to advance.

Agriculture as a main source of income was being phased out on the Island of St. Croix during fiscal year 1967; this may have implications on the program objectives in vocational agriculture in the near future. The distributive education program was directed toward retail sales, particularly in the tourist resort area at St. Thomas. The "core" concept of home economics education became a reality at the junior high school level. The trade and industrial education program has been the most successful of all vocational education programs in the public secondary schools. The Division and the Department of Labor were working together on an apprenticeship program; within the very near future, most of the graduates will be qualified to become journeymen in their respective trades. The practical nursing in-school programs at the high school level were phased out during the closing months of fiscal year 1966. The advisory committee recommended that future practical nursing programs be instituted on an adult level for a period of 1 year.

During the 1966-67 school year, 317 students were enrolled in business education in grades ten through 12. Sixty-one were graduated in June and were placed in private, industrial, and government agencies. Electronics became an integral part of the curriculum at the Charlotte Amalie and Christiansted High Schools. Technical education is a relatively new field in the Virgin Islands.

A rigorous 10-week course in electricity was provided for electricians who had already entered the labor market and needed to upgrade their skills. The Division worked closely with the Office of Economic Opportunity and was successful in providing training programs for disadvantaged youths who were forced to discontinue their formal education. The occupational training programs offered were: nurses aide, service station attendant, general office clerk, and journeymen's assistant.

WASHINGTON

Vocational education programs showed significant growth in both the high school and community college areas.

Concern existed about the high school program which serves students with special needs; for these students, high school represents the last formal educational opportunity. One attempt to resolve this problem was the joint venture conducted by the Highline, South Central, and Federal Way School Districts to utilize a vocational education center that represented an extension of each high school in the three districts. Enrollment in this facility doubled in its second year of operation; plans were being made to build a permanent facility. Several other districts viewed the development of such a center as one possible solution to the problem.

Community college vocational education programs grew rapidly; many of these preparatory programs were two years in length and enabled the enrollees to acquire a salable skill and to complete a regular 14th grade educational program. Particular interest was shown in the law enforcement field and the health occupations area. Widespread interest was exhibited in dental hygienist programs and a prosthetics program. This latter program, designed to prepare prosthetic technicians in the manufacture and therapy involved in learning to use artificial limbs, was in progress at one of the community colleges.

As a result of legislation passed during the last session, the Coordinating Council for Occupational Education functioned as the State Board for Vocational Education. The representation of this body was consistent with the requirements in the Vocational Education Act. Its interlocking relationship with the other two State boards appeared to be a very substantial answer to the complexities of a multiple-board situation.

WEST VIRGINIA

In February 1967, the Legislature passed House Concurrent Resolution #8, which authorized the Joint Committee on Government and Finance to study, review, and examine the vocational-technical and adult education programs provided in the State. The Subcommittee on Education was assigned responsibility for this study. Several other State agencies and associations were engaged in studies that will have direct and indirect implication for vocational and technical education. The Legislature also provided an increase in teachers' salaries.

New facilities were nearing completion in Wayne, Welch, Weirton, Parkersburg, and Keyser. Work was started on building projects in Buckhannon, Glendale, Wellsburg, Fairlea, and Charmco. Plans were completed for two vocational units to be built in Flatwoods and Princeton. Initial planning was being conducted for new vocational facilities in Huntington, Morgantown, Montgomery, Williamson, Clarksburg, and Shinnston. A multi-county approach to vocational and technical education programs has been accepted in two geographic areas. The first area vocational facility was planned for Martinsburg and the second one for Petersburg.

A Research Coordinating Unit was established at Marshall University, Huntington, in cooperation with the Division of Vocational Education. Surveys were conducted in Summers, Berkeley, Morgan, and Jefferson Counties to determine the need for and type of vocational programs to be developed for the youths and adults in their communities.

Each vocational service conducted a teachers' conference. Curriculum guides were developed for programs in vocational agriculture, vocational business, vocational industrial, and home economics.

A pilot program incorporating the job cluster approach was started in the Marion County Vocational-Technical Center, Fairmont. The four major areas of instruction included electronic technology, radio and television repair, industrial electricity, and commercial electricity.

WISCONSIN

In 1965, the Wisconsin Board of Vocational, Technical, and Adult Education and the State's Coordinating Council for Higher Education were given the responsibility of proposing by July 1, 1970 a State plan for district operation of vocational, technical, and adult education. This plan would provide a tax and population base adequate to assure quality education of all persons in all geographic areas who need such education and can profit from it. Development of the area district reorganization plan was progressing much more rapidly than had been anticipated. The two agencies developed an 18-district plan which served as a guideline for development of districts. Requests for this guide may come from counties, school districts which operate high schools, municipalities, or any combination of these units having contiguous borders. Two districts were approved for operation on July 1, 1966, and 11 more on July 1, 1967. The State Board approved two more for operation as of July 1, 1968; another was under active consideration by area officials.

The broader financial base of the district plan, as well as increased State and Federal support, accelerated construction and remodeling of comprehensive vocational-technical centers. A total of $4,991,271 was funded for various building projects; $1,892,317 came from Federal sources. A current $20,000,000 building program includes construction or planning of new facilities at Kenosha, Eau Claire, Milwaukee, Marathon County,

La Crosse, Beaver Dam, and Madison. Major remodeling was completed or was still in progress at Milwaukee, Madison, and Racine. Construction was planned for West Bend, Ashland, and several other places, as area districts are approved.

Two vocational, technical, and adult schools, both with two-year college transfer programs, have included the term "college" in their titles; they are: Milwaukee Technical College and Madison Area Technical College. Milwaukee has long been accredited by the North Central Association of Colleges and Secondary Schools; the Madison School has been accepted for candidacy.

The system of vocational-technical and adult education has served an increasing number of persons each year; that number was surpassing 200,000, excluding those in secondary programs, which are administered by the Department of Public Instruction. Enrollments in full-time vocational-technical programs grew steadily; about 24,000 individuals were enrolled in 1-and 2-year post high school classes in the fall of 1967, as compared with 19,500 the year before. Strengthening and enlargement of adult basic education programs continued in 1967-68. Approximately 1,500 were enrolled in a $465,300 project, with 90 percent Federal and 10 percent local or State funding. Vocational education in the high school system contined to expand; formal evaluation was scheduled for early 1968.

On July 1, 1967, the high school vocational agriculture and home economics programs previously administered by the Wisconsin Board of Vocational, Technical, and Adult Education were transferred to the Department of Public Instruction; the Division of Vocational Rehabilitation was transferred to the State Department of Health and Social Services under a statewide governmental reorganization program.

A study of 134 schools will be made to compare closely organized, supervised pilot programs with non-pilot programs in developing a comprehensive program of vocational education at the high school level. A special program was developed to transport students from several schools to a facility for special vocational courses. One school started orientation to the world of work in the ninth grade, with provision for more sophisticated programs as the student progresses. Regular liaison meetings between the Department of Public Instruction and the Board of Vocational, Technical, and Adult Education were held to coordinate activities of mutual concern, especially the high school and post-secondary programs.

WYOMING

The 1967 Legislature increased the appropriation for vocational-technical education from $50,000 for the 1965-67 biennium to $100,000 for the 1967-69 biennium; this was an increase of 100 percent for the biennium beginning July 1, 1967. The $100,000 appropriated for the next two years was

comparatively small; however, the State money originating from the Wyoming School Foundation Program for vocational-technical education programs at the secondary level could conceivably amount to several hundred thousands of dollars.

The Legislature also made some statutory changes in the Wyoming School Foundation Program; these changes obviously should result in significant improvement and expansion of vocational-technical programing at the secondary level. Beginning with the 1967-68 school year, vocational-technical education programs meeting requirements under the Wyoming School Foundation Program were eligible for additional State money up to $8,200 for each vocational-technical education program taught on a full-time basis. This represents a $1,400 increase from the $6,800 paid in the 1965-67 biennium. Another statutory change will permit Federal monies allocated to schools offering reimbursable vocational-technical programs at the secondary level to be fully utilized as supplementary money in vocational-technical programs.

Governor Stanley K. Hathaway appointed approximately 100 Wyoming citizens, who are representative of many interests, to serve on a Governor's Committee to study vocational-technical education in Wyoming. A general chairman was appointed and eight subcommittees were organized to study various problems. Each subcommittee elected its own chairman. Professional staff members from the Vocational-Technical Division and other divisions of the State Department of Education and the University of Wyoming served as resource personnel. The initial meeting of this committee was held on April 22, 1967.

The following community colleges all offer vocational-technical programs:

Casper College. A $400,000 vocational-technical education facility was opened in September 1967, and a program in petroleum technology was added to the vocational-technical curriculum.
Central Wyoming College. The newest community college began classes in September 1967 in temporary facilities. A new campus was under construction; some of the new facilities should be ready for occupancy late this year. Central Wyoming College has also employed a director of vocational-technical education.
Eastern Wyoming College. Basic facilities for a new campus were under construction; plans for the future included the addition of a new vocational-technical facility. Courses were being offered in vocational-technical education.
Northwest Community College. A new vocational-technical facility was being constructed at a cost of approximately $597,000. A director of vocational-technical education was employed.
Western Wyoming College. Basic facilities for a new campus were being constructed; an addition of new vocational-technical facilities was planned.

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